

# Briefing on Educator Effectiveness Policies

Prepared for the  
Members of the Governor's Education Transformation  
Commission

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Review of Educator Effectiveness Policies in Race to the Top

*Inclusion of Student Growth:*

The State will add a student growth component to the teacher and principal evaluation process. A Teacher Effectiveness Work Group comprised of representative stakeholders will consider how to add the components and address technical concerns.

*Importance of Student Growth:*

A teacher’s ability to make significant growth with his or her students is critical to the future of education and children in North Carolina. Given its importance, student growth should continue to be an integral component of the teacher evaluation process.

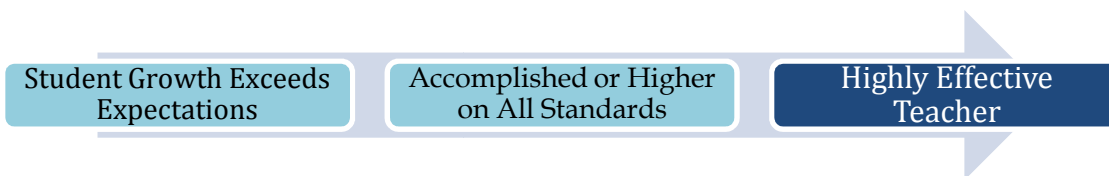
The below table demonstrates that there is no strong correlation between evaluation ratings for teachers and student growth. A perfect correlation will not, and should never, exist because there will always be highly-skilled teachers at low-achieving schools. However, the data do indicate a need for more training on the teacher evaluation instrument and a more explicit inclusion of student growth data.

Table One: Percent of Teachers Rated as Accomplished or Distinguished

Standard	Schools that did NOT make expected growth	Schools that did make expected growth
Standard One	67.39	64.06
Standard Two	67.21	66.87
Standard Three	55.17	60.99
Standard Four	63.79	63.93
Standard Five	72.00	63.80

*Definitions of Effective and Highly Effective Educators:*





## New Sixth and Eighth Standards

### *Sixth Standard for Teachers:*

Teachers contribute to the academic success of students.

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

### *Complete Set of Teacher Evaluation Standards:*

<b>Standard One</b>	• Teachers demonstrate leadership
<b>Standard Two</b>	• Teachers establish a respectful environment
<b>Standard Three</b>	• Teachers know the content they teach
<b>Standard Four</b>	• Teachers facilitate learning for their students
<b>Standard Five</b>	• Teachers reflect on their practice
<b>Standard Six</b>	• Teachers contribute to the academic success of students

### *Eighth Standard for Administrators:*

#### Academic Achievement Leadership

Summary: School executives will contribute to the academic success of students. The work of the school executive will result in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

*Complete Set of Administrator Evaluation Standards:*

<b>Standard One</b>	• Strategic Leadership
<b>Standard Two</b>	• Instructional Leadership
<b>Standard Three</b>	• Cultural Leadership
<b>Standard Four</b>	• Human Resource Leadership
<b>Standard Five</b>	• Managerial Leadership
<b>Standard Six</b>	• External Development Leadership
<b>Standard Seven</b>	• Micropolitical Leadership
<b>Standard Eight</b>	• Academic Achievement Leadership

*Moving Forward:*

Over the next year, fifty teacher work groups will design measures of growth for non-tested grades and subjects.

A vendor will advise the Teacher Effectiveness Work Group on the selection of a student growth model.

*Proceeding with Caution:*

No teacher will be evaluated on the sixth standard until he or she has three years of valid student achievement data. When three years of data are used, the chance of misclassification of a teacher is lower.

Using the current data for grades 3 – 8 math and English Language Arts teachers, less than five percent are not making expected growth. Under the current EVAAS system, nearly 80 percent of teachers stay in the same category (not detectably different) each year.

*Issues for Consideration:*

The Teacher Effectiveness Work Group will consider:

1. The measures of growth used to rank a teacher on the sixth standard.  
*Under Consideration:* combination of team, individual, and school value-added measures.
2. The number of ratings associated with the sixth and eighth standards.  
*Under Consideration:* highly effective, effective, and needs improvement.
3. The “cut points” used to separate teachers and principals into ratings.  
*Under Consideration:* use of two standard deviations above and below the mean as markers for needs improvement and highly effective.

## **Annual Evaluation Requirement and Abbreviated Evaluation Option**

### *Reasons for Annual Evaluation:*

Districts and the State have to know how teachers are performing; current statute allows some districts to evaluate career-status teachers according to local policy. More frequent evaluation is necessary to ensure that all students are receiving high-quality instruction.

### *Concerns about Annual Evaluation:*

The new evaluation instrument is more thorough and specific, and, therefore, takes longer for evaluators to complete. The House and Senate budgets reduced the number of assistant principals. Principals may not have time to complete the entire evaluation process for all staff members.

### *Annual Abbreviated Evaluation:*

#### **Standard One**

- Teachers demonstrate leadership.

#### **Standard Four**

- Teachers facilitate learning for their students

#### **Standard Six**

- Teachers contribute to the academic success of students.

The same teacher evaluation process is used for the annual abbreviation, except that evaluators are only required to complete a minimum of two informal observations of twenty minutes each. Teachers may request that evaluators conduct a formal observation.

## Student Surveys

### *The Role of Student Surveys:*

Student surveys can play a role in professional development for teachers, teacher evaluation, and school improvement. These surveys also capture specific teacher behaviors that lead to student success, which can be useful formative information for the professional development process.

### *Student Surveys and Student Growth:*

Some existing student surveys show that student perceptions of teaching correlate highly with student academic growth on assessments.

Data from the Tripod Student Survey used during the Gates Foundation's Measures of Effective Teaching Project demonstrate these relationships.

**Table Two: Positive Survey Responses by Student Achievement Level**

	25 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
<b>1. CARE:</b> <i>My teacher in this class makes me feel that s/he really cares about me</i>	40	73
<b>2. CONTROL:</b> <i>Our class stays busy and doesn't waste time.</i>	36	69
<b>3. CLARIFY:</b> <i>My teacher explains difficult things clearly.</i>	50	79
<b>4. CHALLENGE:</b> <i>My teacher wants me to explain my answers – why I think what I think.</i>	59	83
<b>5. CAPTIVATE:</b> <i>My teacher makes learning enjoyable.</i>	33	72
<b>6. CONFER:</b> <i>My teacher wants us to share our thoughts.</i>	47	79
<b>7. CONSOLIDATE:</b> <i>My teacher takes the time to summarize what we learn each day.</i>	38	67

### ***Student Surveys in NC:***

With Board agreement, the NCDPI will issue a Request for Proposal for research-based, validated student surveys that have been highly correlated with multiple measures of student academic growth .

A pilot program will administer surveys in about twenty-four school districts in the 2011 – 2012 school year.

### **Work in Non-Tested Grades and Subjects**

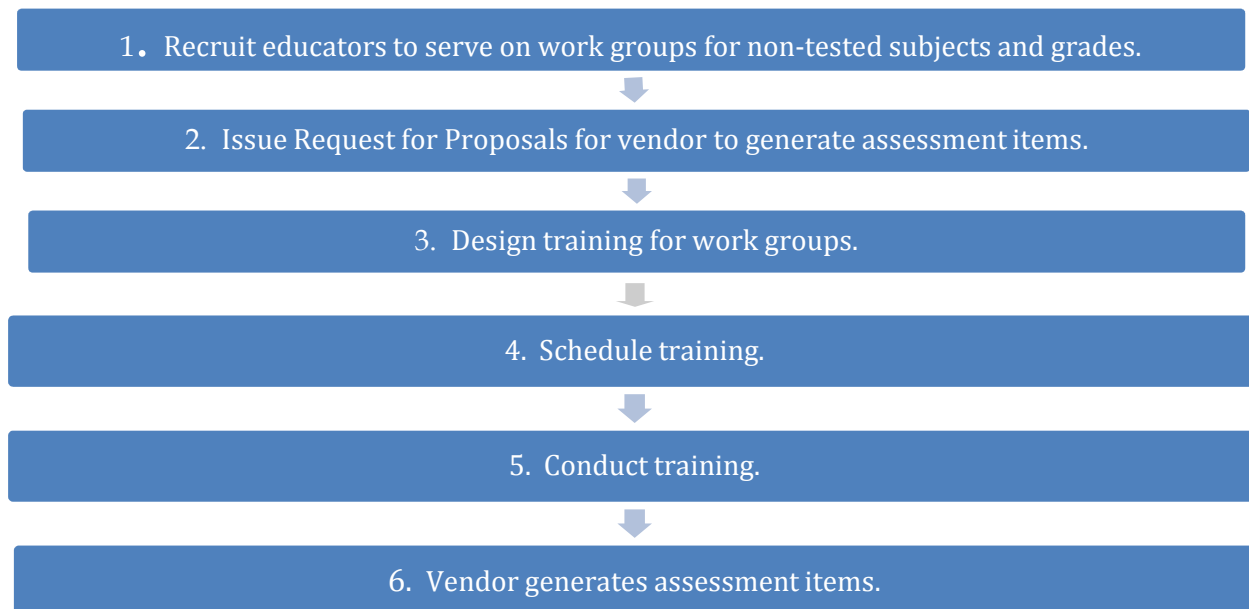
*Original Plan:*

Teacher work groups meet to design measures of student learning for non-tested grades and subjects. The State of Delaware (much smaller with a more limited set of academic standards) experienced serious challenges with this approach. Charlotte-Mecklenburg Schools also faced resistance when they engaged a vendor to design such assessments.

*Revised Plan:*

The NCDPI brings together teacher design groups to create item specifications for an external vendor. The vendor generates items; the teacher work groups vet them for inclusion in the measures of student learning for non-tested grades and subjects.

*Working Plan:*



7. Identify “open source” assessment items for inclusion on the new assessments.



8. Design vetting protocols for work groups.



9. Hold vetting sessions.



10. Field-test and conduct psychometric analyses of assessments.



11. Load items onto IIS and prepare for delivery.

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